

TALENT ACQUISITION CHALLENGES AND PRACTICES

MICHIGAN SCHOOL BUSINESS OFFICIALS FINANCIAL STRATEGIES



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Agenda

- Position Descriptions
- Recruiting
- Hiring
- Pre-Employment Assessments
- Onboarding
- Compensation

Why Use Job Descriptions?

- Determines exempt/non-exempt status
- A well crafted, future-oriented job description makes the hiring process simpler from start to finish.
- This is the foundation for the job listing and provides guidelines for what is expected from the position.
- Communicates major duties / responsibilities.
- Establishes a basis for performance evaluations.
- Assists in benchmarking jobs for compensation purposes.
- Improves employee onboarding and training / development opportunities as well as retention rates.
- Legal reasons.



Basic Job Description Template

1. List title, reporting relationships, exempt/nonexempt status, position summary & essential duties and responsibilities.
2. List essential functions required under the Americans with Disabilities Act (ADA) and Fair Labor Standards Act (among others).
3. Indicate minimum and preferred education and experience requirements.
4. Outline the required and preferred special skills.
5. List special requirements of the position (CPA, JD, etc.).
6. Describe the physical requirements and work environment.
7. Do not include minor duties/responsibilities or less than 5% of responsibilities.

Position Analysis Questionnaire (PAQ)

Completed by incumbents, reviewed with each employee and approved by supervisor.

- Position Summary
- Major Duties and Responsibilities
- Education
- Work Experience
- Knowledge, Skills and Abilities
- Certificates or Licenses
- Language Skills
- Reasoning Ability
- Supervisory Responsibilities
- Physical Demands
- Additional Information



Major Duties and Responsibilities

List tasks and responsibilities in their order of importance to the job. Also indicate the percentage of time spent doing this task. Think in terms of a typical week or month. The total percentages should not exceed 100%.

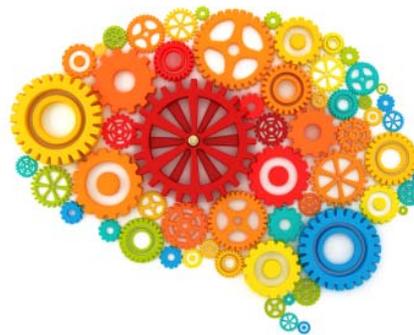
Begin each duty or responsibility with an action word such as *"plans, installs, calculates, operates, schedules, supervises, etc."*

- ***Importance Scale***

- 4 = Is one of the most critical and essential functions of this position.
- 3 = Is among the more important and essential functions of this position.
- 2 = Is among the less important parts of this position.
- 1 = Is a minor and relatively unimportant part of this position.

Education

- Select the level of education and/or experience needed to successfully accomplish the essential duties of this job.
 - Level 1 : No prior experience or training
 - Level 6 : Bachelor's degree (*B.A.*) from four-year college or university; or one to two years related experience and/or training; or equivalent combination of education and experience.
 - Level 9 : Doctoral degree (*Ph.D.*) or equivalent; or more than ten years related experience and/or training; or equivalent combination of education and experience.



Physical Demands

- Does this position require lifting? If so, how many pounds?
- Does this job have special vision requirements? If so, list requirements.
- How much noise is typical for the work environment of this job?
 - Very Quiet
 - Quiet
 - Moderate
 - Loud
 - Very Loud
- **Employee Comments**
- **Supervisor Comments**



| Physical Demand | ADA- Compliant Words | Job Description Language Example |
|-------------------------------------|---|--|
| Stand or Sit | Stationary position | Must be able to remain in a stationary position 50% of the time. |
| Walk | Move, Traverse | Must occasionally move about inside the office to access file cabinets, office machinery, etc. |
| Use hands/fingers to handle or feel | Operate, Activate, Use, Prepare, Inspect, Place, Detect, Position | Constantly operates a computer and other office machinery, such as a calculator and copy machine. |
| Climb (stairs, ladders) or balance | Ascend/Descend, Work atop, Traverse | Occasionally ascends/descends a ladder to service lights and ceiling fans. |
| Stoop, Kneel, Crouch or Crawl | Position self (to), Move | Constantly positions self to maintain computers in the lab, including under desks and in the server closet. |
| Talk/hear | Communicate, Detect, Converse with, Discern, Convey, Express oneself, Exchange information | Frequently communicates with students who have inquiries about their tuition bill or financial aid package. Must be able to exchange accurate information in these situations. |
| See | Detect, Determine, Perceive, Identify, Recognize, Judge, Observe, Inspect, Estimate, Assess | Must be able to detect funnel clouds from long distances. |
| Carry weight, Lift | Move, Transport, Position, Put, Install, Remove | Frequently moves Audio/Visual Equipment weighting up to 50 pounds across campus for various events. |

Hiring

- The position description serves as the basis for job postings
- Sourcing/networking for applicants
 - Sets the minimum qualifications for knowledge, skills, abilities, education and experience
 - Ensures you are attracting the right candidates for the position with the proper qualifications
- Use to create interview questions



What makes your school a great place to work?

- The importance of “selling” an applicant:
 - Opportunity to work with children and share your knowledge to influence future generations.
 - Dynamic environment with a purpose / mission.
 - Results-oriented environment.
 - Constant personal development (e.g. confidence, communication, leadership, etc...).
 - Assist other educators in providing a meaningful education for all students while fostering a supportive working environment.
 - Fresh challenges daily while working with an eclectic mix of people.
 - Longer holidays (~13 weeks/yr.).
 - Generally good benefits.

What is your employee value proposition (EVP)?

- The balance of rewards and benefits that are received by employees at work.
- Employer branding.
- What do your employees say?
 - Employee engagement / satisfaction survey.
 - Exit interviews.



| Rank | Attraction Drivers | Retention Drivers |
|------|-----------------------------------|---------------------------------------|
| 1 | Base pay/salary | Base pay/salary |
| 2 | Job security | Career advancement opportunities |
| 3 | Career advancement opportunities | Physical work environment |
| 4 | Challenging work | Job security |
| 5 | Opportunities to learn new skills | Ability to manage work-related stress |
| 6 | Reputation of the organization | Relationship with supervisor/manager |
| 7 | Health and wellness benefits | Trust/confidence in senior leadership |

Source: Willis Towers Watson, *2016 Global Talent Management and Rewards, and Global Workforce Studies*.

How to Leverage Social Media to Recruit Top Talent

- Focus on building your school's brand:
 - LinkedIn, Twitter, Facebook, Instagram, and Pinterest.
- Pitfalls of "Traditional Advertising."
- Other sourcing resources:
 - Previous applicants
 - How did current employee find out about openings?
 - Networking with other / nearby school systems
 - Previous applicant notification system
 - Pure Michigan Talent Connect
 - Community newsletter
 - Internal referral program
 - Associations (MSBO)



EFFECTIVENESS OF SOCIAL MEDIA RECRUITING IN DECREASING TIME TO FILL POSITIONS

71% SAID IT WAS EFFECTIVE TO DECREASE TIME TO FILL
NONMANAGEMENT, SALARIED POSITIONS

67%: EFFECTIVE FOR MANAGEMENT POSITIONS
(E.G., DIRECTORS, MANAGERS)

59%: EFFECTIVE FOR EXECUTIVE/UPPER MANAGEMENT POSITIONS
(E.G., CEO, CFO)

53%: EFFECTIVE FOR NONMANAGEMENT, HOURLY EMPLOYEES

SOURCE: SHRM "USING SOCIAL MEDIA FOR TALENT ACQUISITION--RECRUITMENT AND SCREENING"
SHRM.ORG/SURVEYS

Evaluating Credentials

- The average Recruiter spends 7 seconds per resume
- Potential Red Flags:
 - Poor organization
 - Application omissions
 - Grammatical errors
 - Lack of evidence for achievements
 - Varied and short work history or date exclusions
 - Extended gaps in employment
 - Evidence that a career has plateaued (or regressed)
 - Leaving a position due to “leadership differences”
 - Temporary assignments
 - Lack of customization to the current opportunity
 - References who are / were not *immediate* supervisors



Telephone Screen

- Why do telephone screens?
- Potential Questions:
 - Why is this position of interest to you?
 - Why are you looking for a position?
 - What previous experience do you have that would be relevant to this position?
 - Ask about general education and experience requirements identified in the position description.
 - What are your salary requirements?
 - How did you learn about the position?
 - Ask clarifications questions that arise from the resume / cover letter.
- All candidates must be asked the same set of questions and internal and external candidates should be treated equally.



Interview Areas to Explore

- Starting and final levels of compensation.
- Responsibilities and accountabilities.
- Results, successes and accomplishments.
- Any major mistakes / what would you do differently.
- Most / least enjoyable aspects of the job.
- Reasons for leaving.
- What would former supervisors share about your strengths, weaknesses and general performance.
- What do you want in your next job?
- Rate this job in terms of your ideal position.

Interview Areas to Avoid

- Federal and State Laws Prohibit Questions pertaining to:
 - Race
 - Gender
 - Religion
 - Marital status
 - Age
 - Weight
 - Disabilities
 - Ethnic background
 - Country of origin
 - Sexual preference

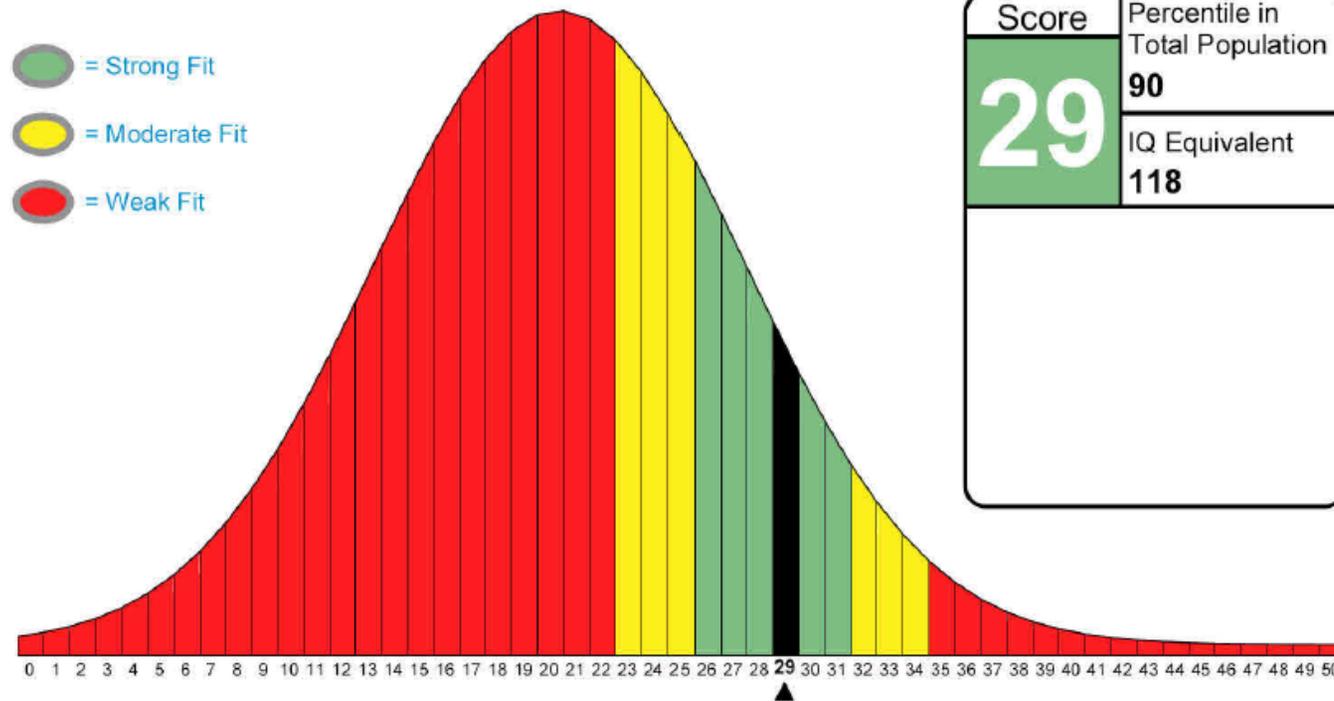


Assessments

- What kind of assessments should I use?
 - Skill (e.g. Microsoft Word / Microsoft Excel)
 - Personality
 - Employee Reliability
 - Mental Acuity
 - Leadership
- Use assessments that determine whether candidates are motivated by the factors associated with a particular job or a company's values.
- Most accurate predictor when examining potential candidates.

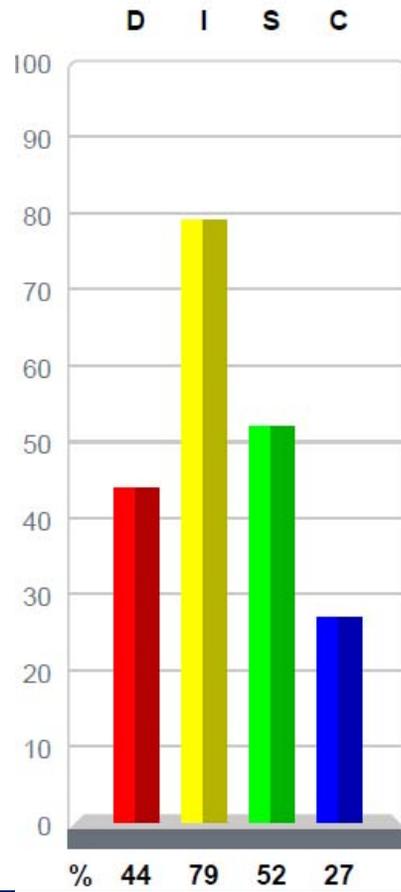


Cognitive Ability Assessment



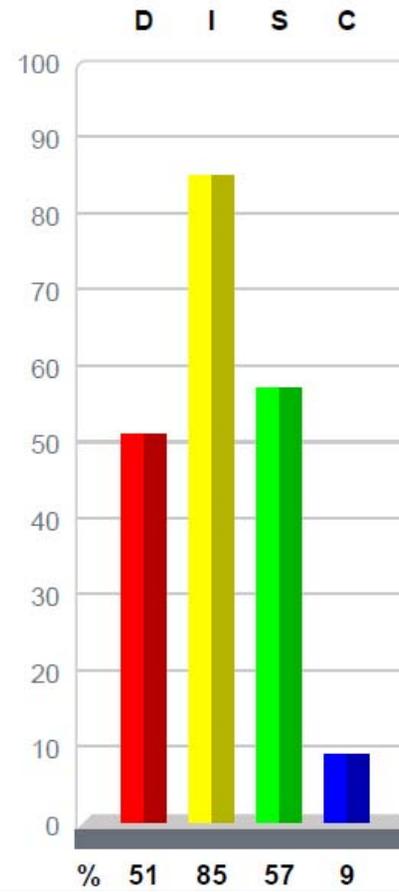
Adapted Style

Graph I



Natural Style

Graph II



| Mental Aptitudes | | | | | | | | | | | |
|-----------------------------|---------------|---|---|---|----------|-------------------|-------------------|----------|----------|----------|---------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| Mental Acuity | Slow to Learn | | | | | | [● - ● - ● - ●] | | | 9 | Fast to Learn |
| Business Terms | Uninformed | | | | | [● - ● - ● - ●] | 6 | | | | Knowledgeable |
| Memory Recall | Unaware | | | | | [● - ● - ● - ●] | | | | 9 | Aware |
| Vocabulary | Limited | | | | | [● - ● - ● - ●] | | 7 | | | Strong |
| Numerical Perception | Imprecise | | | | | | [● - ● - ● - ●] | | 8 | | Accurate |
| Mechanical Interest | Indifferent | | | | 4 | | | | | | Interested |

| Personality Dimensions | | | | | | | | | | | |
|----------------------------|--------------|----------|---|---|-------------------|-------------------|----------|---|----------|----------|---------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| Energy | Restless | | | | | [● - ● - ● - ●] | 6 | | | | Calm |
| Flexibility | Flexible | | | | [● - ● - ● - ●] | | 6 | | | | Rigid |
| Organization | Disorganized | 1 | | | [● - ● - ● - ●] | | | | | | Planful |
| Communication | Reserved | | | | [● - ● - ● - ●] | 5 | | | | | Interactive |
| Emotional Develop. | Impatient | | | | [● - ● - ● - ●] | | 6 | | | | Tolerant |
| Assertiveness | Cooperative | | | | [● - ● - ● - ●] | | 6 | | | | Authoritative |
| Competitiveness | Team Player | | | | [● - ● - ● - ●] | | | | | 9 | Individualist |
| Mental Toughness | Sensitive | | | | [● - ● - ● - ●] | | | | 8 | | Tough |
| Questioning/Probing | Trusting | | | | 4 | [● - ● - ● - ●] | | | | | Skeptical |
| Motivation | Security | | | | | [● - ● - ● - ●] | | | | 9 | Recognition |

| Validity Scales | | | | | | | | | | | |
|---------------------|-----------------|---------------------------|---|---|----------|---|----------|---|---|---|--------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| Distortion | Frank Answer | [● - ● - ● - ● - ● - ●] | | | | | 6 | | | | Exaggerates |
| Equivocation | Chose Alternate | [● - ● - ● - ● - ● - ●] | | | 4 | | | | | | Chose Middle |

Review and Selection

- Guidelines:
 - Use specific criteria based on the skills, knowledge and abilities identified in the job description.
 - What skills are transferrable?
 - Could this candidate learn new skills?
 - How does this candidate fit into our future plans?
 - Assign weight to each criterion to objectively evaluate candidates.
 - Look at the entirety of the candidate's application:
 - (1/3) - Interview / Reference Checks
 - (1/3) - Education / Experience
 - (1/3) - Assessments



Onboarding

- Position description serves as a road map for new employees
- Gives a general idea of the scope and major responsibilities of the position
- Smooths the transition to a new job, reduces stress
- Clear expectations reduce turnover



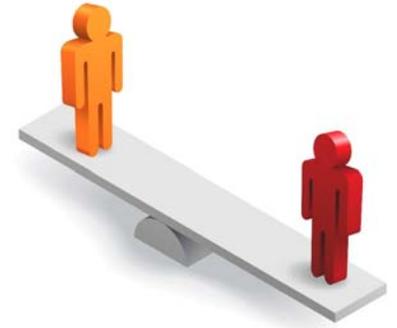
Performance Evaluation

- Position descriptions give a basis for performance evaluations
 - Major duties and responsibilities
 - Basic performance expectations
 - Up to date description will help to reduce miscommunication or misunderstanding about responsibilities



Compensation

- Evaluation of position descriptions to assign point totals of compensable factors to determine internal equity
- Establishing salary ranges for newly created positions
 - Up to date requirements can make significant pay differences
 - Compensable factors may include: education, experience, complexity, decision making authority, impact of decisions, consequence of error, communication, problem solving, fiscal accountability, cross-functional collaboration, leadership responsibility, etc.



Sample Compensable Factor

| <u>Factor I: Education</u> | | | |
|--|-------|---|--------|
| Low | Level | Description | Points |
|  | 1 | High School Diploma or equivalent. | 50 |
| | 2 | High School Diploma and specialized or technical training. | 75 |
| | 3 | Associates Degree or 2-year equivalent. | 100 |
| | 4 | Bachelor's Degree or equivalent. | 125 |
| | 5 | Bachelor's Degree and extensive training, advanced certification, or licensing. | 150 |
| High | | | |

Sample Compensable Factor

| Factor II: Experience | | | |
|--|-------|--|--------|
| Low | Level | Description | Points |
|  | 1 | No prior work experience required. | 25 |
| | 2 | Requires less than 12 months of related experience. | 50 |
| | 3 | Requires one to three years of related experience and a working knowledge of standard practices and procedures. | 100 |
| | 4 | Requires three to five years of related experience and a broad knowledge of complex systems and procedures. | 150 |
| | 5 | Requires more than five years of related experience and an advanced knowledge of specialized systems and procedures. | 200 |
| High | | | |

Administration / Management Positions

| Position Title | Education | Experience | Leadership Responsibility/ Decision Making Authority | Communication / Interpersonal Skills | Consequence of Error | Critical Thinking/ Problem Solving Skills | <i>Total Points</i> |
|--|-----------|------------|---|---|----------------------|--|---------------------|
| Superintendent | 150 | 200 | 250 | 150 | 150 | 100 | 1000 |
| Assistant Superintendent of Instructional Services | 150 | 200 | 200 | 150 | 150 | 100 | 950 |
| Director of Finance and Operations | 150 | 100 | 200 | 150 | 150 | 100 | 850 |
| Director/Building Principal | 150 | 100 | 150 | 150 | 100 | 80 | 730 |
| Director of Special Education | 150 | 100 | 150 | 150 | 100 | 80 | 730 |
| Principal | 150 | 100 | 150 | 150 | 100 | 60 | 710 |
| Supervisor of Special Education | 150 | 75 | 150 | 150 | 100 | 80 | 705 |
| Supervisor of Planning and Monitoring | 150 | 100 | 150 | 100 | 100 | 60 | 660 |

Steps to conduct a labor market study

- 1) Identify your pay policy (lead, match, lag).
- 2) What / how many labor sources will you use?
 - Sources: similar organizations, other employers, published salary survey data.
 - Potential data sources: WorldatWork, SHRM, State of Michigan, BLS, etc...
- 3) Are your position descriptions up to date?
- 4) Match positions with data sources.
- 5) Benefits offset?
- 6) Compa-ratios and weighting to determine the competitive labor market rate.
 - Performance / longevity considerations?
- 7) Salary ranges vs. steps.
- 8) When to recommend changes in pay.

Determining Salary Range Minimums and Maximums

- Minimum = Midpoint / (1 + ½ of the range spread).
- Maximum = Minimum * (1 + the range spread).
- Example:
 - Midpoint = \$50,000 and spread = 20%.
 - Minimum: $50,000 / 1.1 = \$45,455$.
 - Maximum: $\$45,455 * 1.2 = \$54,545$.
 - Range = $\$45,455 - 54,545$.



Questions?

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